KPISC Small Group Discussion – KPI Data Summary

Group 1	Group 2
1. How do KPIs and other information about the district align?	
• Demographics – variation • Leadership • Finance • District level of analysis/comparisons • Special education in relation general education in all KPI areas • District data compared to similar districts size, ses, etc.	• CCR process looks at district as a whole not separate • Information on 5 descriptors is good • KPIs data graph and complaint data are misaligned • What does the teacher certification data suggest about statewide teacher crisis? (#6)
2. Are there things that make sense (or don't make sense across the measures?	
• Within district … what are the whys ex. Transition plans related to KPI diploma rate • Use KPI as a basis for in depth district analysis ex. Integrate findings from the self review to look at what is happening at the program level to influences the KPI	• Does bar graph give information you want to know? • Systemic non-compliance finding vs. individual findings • Dispute resolution process – is it successful? • What does number of complaints filed indicate? More or less informed? • Need more information on percent of educated with non-disabled peers (neverstreaming – why such %)
3. Do the KPIs make sense based on what else is known about the districts?	
	• Need more information on percent of educated with non-disabled peers (neverstreaming – why such %) • Same reporting person and information vs. new staff preparing reports • Understanding of measure varies • Number of identified SE students vary depending on method of identification
4. How do the KPIs (and other information) inform us about progress of the district toward our goals?	
• Use data/analysis to support district goals, staff development request for technical assistance.	• KPI does not inform sufficient progress toward our goals • CAPA may help with goal 5 – it may not. • Data for goal #1 helps but is not enough • Make transition to educational benefit – may provide more information
5. What might we say it means when the values vary (from high to low across districts or increasing/decreasing over time within one district)?	
	• Data presents questions about the high and low percentages over the 3 years. What factors cause this; discontinued programs management knowledge base, reporting staff, consistent training of staff, data reported differently

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6. Are there limits/improvements needed in KPIs to make them more useful in accountability and improvement? For a single district? For CDE to target accountability and improvement efforts across districts?	
• Provide disaggregate data whenever possible/meaningful • Provide structure recommendation for how to use data as part of a data driven decision making process • Provide information/explanation to make numbers/terms useful • Need more relationship between API and KPI - compare KPI more with general education information • Need improvement in collecting transition data – KPI – goal #5 • Looking at educational benefit • How do you look at program quality?	• Districts attitude regarding information data can provide • Inform new SPI of current efforts in order to maximize not minimize • Value of statewide averages – is it useful? • Use SE data when planning for NCLB, use NCLB definition of "economically disadvantaged" for the SES (socio-economic status) measure when measure if developed • Other quality areas not being captured i.e. educational benefits, staff development/ training, qualified teachers, standards based IEP, teaching strategies – regular and special education, joint training between districts/IHEs/ administrators/teachers/parents • Do KPIs accurately measure individual students progress/goals and objectives • How is data collected and manipulated? Who is in testing pool? Do measures include all kids? • How is qualitative data incorporated into systems change? • Invite parents to CCR-Self review training – jointly train staff and parents